



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
STEAM Academy @ La Presa	37-68197-0132431	May 28, 2026	June 16, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by STEAM Academy @ La Presa for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	38
Goal 3.....	41
Goal 4.....	43
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	47
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Appendix A: Plan Requirements	58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	61
Appendix C: Select State and Federal Programs	64

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies)) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your STEAM Academy @ La Presa consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- * ELAC #3 Meeting, 1-16-26
- * SSC # 4 Meeting, 3-19-26; SSC #5 Meeting, 5-28-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 3-12-26, 4-23-26

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our analysis of student outcome data indicates the need to strengthen targeted supports in math for Students Experiencing Homelessness and Students with Disabilities, while addressing recent declines in achievement among English Learners and Socioeconomically Disadvantaged students. The school will implement a coordinated system of academic and social-emotional interventions that includes increased progress monitoring, differentiated Tier I instruction, and expanded Tier II/III supports. For Students Experiencing Homelessness, the school will prioritize case management, improved access to transportation, and strengthened family outreach to reduce barriers to attendance and engagement. For Students with Disabilities, staff will deepen implementation of inclusive practices, co-teaching structures, and IEP-aligned accommodations to improve access to grade-level standards. To reverse declines among English Learners and Socioeconomically Disadvantaged students, the school will intensify designated and integrated ELD, provide targeted small-group instruction, and expand use of data cycles to monitor growth and adjust instruction.

The school maintained stable performance in English Language Arts (ELA) for both All Students and English Learners, reflecting consistent Tier I instruction, ongoing data analysis, and targeted language development supports embedded across content areas. At the same time, the school demonstrated a significant improvement among Students Experiencing Homelessness, increasing performance by more than 50 points. This growth is attributed to strengthened case management, improved access to academic interventions, intentional relationship-building, and increased coordination between counseling, family outreach, and instructional staff. Continued emphasis on differentiated instruction, designated and integrated language supports, and systematic progress monitoring will be sustained to preserve overall ELA stability while further accelerating outcomes for vulnerable student groups.

Chronic absenteeism increased by 2.7%, bringing the overall rate to 34.6%. In response, the school has intensified intervention efforts through a coordinated approach led by the Social Worker and Community Schools Coordinator, who prioritize support for students identified as chronically absent. Targeted strategies include proactive phone outreach, individualized attendance meetings, and home visits to address barriers impacting consistent school participation. Additionally, the school implements incentive-based systems to reinforce positive attendance habits and strengthen student engagement. These efforts are complemented by ongoing collaboration with families, counseling supports, and progress monitoring to ensure timely intervention and improved attendance outcomes for the school's most vulnerable student populations.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All Students performed in the Orange performance band in Mathematics, indicating an area of continued focus for schoolwide improvement. No student group performed two or more performance bands below the overall school performance, demonstrating relative consistency across student populations. Notably, the White student group performed in the Green performance band, reflecting stronger outcomes within this subgroup. The school will continue to prioritize strengthening Tier I mathematics instruction, targeted intervention, and data-informed small-group support to improve overall performance while maintaining growth among higher-performing student groups. Hispanic students and Students Experiencing Homelessness performed in the Red performance band in Mathematics, indicating a significant need for targeted intervention and intensified support. While overall school performance remained in the Orange band and no subgroup performed two or more levels below the schoolwide status, these outcomes highlight persistent opportunity gaps for these student groups. The school will prioritize strategic actions including differentiated Tier I instruction, targeted small-group intervention, and increased progress monitoring to address unfinished learning. Additional supports will include expanded family outreach, culturally responsive instructional practices, and coordinated academic and social-emotional services to reduce barriers to engagement and improve mathematics outcomes for Hispanic students and Students experiencing Homelessness.

All students are currently performing in the yellow performance band in ELA. However, when disaggregated by subgroup, we see that our Students with Disabilities (SWD) are performing in the red band, indicating significant need for support. In contrast, our White students are scoring in the green band, showing high performance and meeting or exceeding grade-level expectations. This demonstrates a performance gap between subgroups, highlighting a critical area of focus for targeted interventions to support SWD in reaching grade-level proficiency.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In other areas, 166 of our students reported through Panorama Survey that they do not have a trusted adult on campus, so we are prioritizing initiatives to strengthen student-adult relationships. This includes increasing visibility of counselors and support staff, implementing structured mentoring programs, and providing professional development for staff on building trusting connections with students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for STEAM Academy @ La Presa. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.13%	%	1	1	
African American	11.24%	9.25%	10.38%	78	74	77
Asian	1.87%	1.88%	2.56%	13	15	19
Filipino	3.31%	4.13%	3.77%	23	33	28
Hispanic/Latino	67.44%	69.75%	72.10%	468	558	535
Pacific Islander	0.72%	0.38%	0.27%	5	3	2
White	10.23%	8.75%	7.28%	71	70	54
Multiple/No Response	5.04%	5.50%	2.96%	35	44	22
Total Enrollment				694	800	742

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 5	26		
Grade 6	56	262	246
Grade 7	299	264	253
Grade 8	313	274	243
Total Enrollment	694	800	742

Conclusions based on this data:

1. Based on this data, our highest enrollment by group is the Hispanic/Latino group at 69.75%.
2. Based on this data, in 2025–26 our 6th grade enrollment increased to 262 students. This growth is due to the elementary schools transitioning to K–5 only, resulting in all 6th graders now attending our campus. This increase has implications for staffing, student support, and resources as we work to address both academic performance gaps and social-emotional needs.
3. Additionally, the number of White students has decreased, which, combined with the increase in overall 6th grade enrollment, may impact subgroup performance trends and resource allocation. Monitoring these demographic shifts will be important as we continue to address equity and ensure all students receive targeted support.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	161	241	160	24.8%	23.2%	21.6%
Fluent English Proficient (FEP)	158	165	216	24.1%	22.8%	29.1%
Reclassified Fluent English Proficient (RFEP)	32	83		17.9%	14%	

Conclusions based on this data:

1. Our English Learner (EL) population is the highest in the district at nearly 30%, representing an increase of 7% from the previous year. To support these students, we work closely with teachers to conduct data chats with students, helping them understand their progress, the RFEP monitoring process, and its importance for academic growth. These conversations are designed to engage students in their own learning and ensure targeted support for EL achievement.
2. Our community is continually changing, with families moving in and out throughout the year. Students who remain on campus for the full year benefit most from our interventions, and they have a greater likelihood of RFEPing (Reclassified Fluent English Proficient) due to the consistent support and targeted strategies we provide. This underscores the importance of continuity in services and proactive engagement with all EL students, even as the student population fluctuates.
3. While the school continues to serve a high percentage of English Learners, targeted efforts will be implemented to support increased reclassification to Fluent English Proficient (RFEP). Teachers will use designated and integrated ELD strategies, along with ongoing assessment data, to monitor language development and provide targeted support in reading, writing, speaking, and listening. Collaboration among teachers will focus on identifying students close to meeting reclassification criteria and providing strategic interventions. Progress toward RFEP will be monitored regularly to ensure continued growth in language proficiency and academic achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	37	28		37	27		37	27		100.0	96.4	
Grade 6	75	55	260	74	54	253	74	54	253	98.7	98.2	97.3
Grade 7	316	291	261	311	286	256	311	286	251	98.4	98.3	98.1
Grade 8	284	300	266	273	290	259	273	290	258	96.1	96.7	97.4
All	712	674	787	695	657	768	695	657	762	97.6	97.5	97.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	2478.	2430.		21.62	3.70		18.92	25.93		18.92	25.93		40.54	44.44	
Grade 6	2509.	2498.	2474.	10.81	9.26	7.11	36.49	29.63	24.51	27.03	31.48	28.06	25.68	29.63	40.32
Grade 7	2518.	2517.	2519.	11.25	10.14	12.35	27.65	27.27	28.69	25.72	28.67	25.50	35.37	33.92	33.47
Grade 8	2534.	2520.	2530.	8.06	5.52	8.14	29.30	29.31	29.84	31.14	27.24	30.23	31.50	37.93	31.78
All Grades	N/A	N/A	N/A	10.50	7.76	9.19	28.78	28.31	27.69	27.63	28.16	27.95	33.09	35.77	35.17

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	

Grade 5	13.51	*		54.05	*		32.43	*	
Grade 6	9.46	14.81	10.67	66.22	57.41	53.36	24.32	27.78	35.97
Grade 7	10.29	11.54	15.94	63.34	60.49	55.38	26.37	27.97	28.69
Grade 8	10.99	9.66	12.02	56.78	53.10	58.53	32.23	37.24	29.46
All Grades	10.65	10.81	12.86	60.58	56.93	55.77	28.78	32.27	31.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	16.22	*		56.76	*		27.03	*	
Grade 6	8.11	1.85	5.16	59.46	53.70	47.22	32.43	44.44	47.62
Grade 7	16.13	12.98	16.47	50.00	53.68	51.00	33.87	33.33	32.53
Grade 8	8.42	6.55	10.20	56.41	54.48	54.12	35.16	38.97	35.69
All Grades	12.25	8.69	10.58	53.89	53.81	50.79	33.86	37.50	38.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	8.11	*		67.57	*		24.32	*	
Grade 6	8.11	12.96	6.72	79.73	70.37	67.59	12.16	16.67	25.69
Grade 7	11.25	9.44	9.56	72.67	73.08	76.49	16.08	17.48	13.94
Grade 8	12.09	8.97	9.30	74.73	73.79	74.42	13.19	17.24	16.28
All Grades	11.08	9.59	8.53	73.96	72.60	72.83	14.96	17.81	18.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	10.81	*		67.57	*		21.62	*	
Grade 6	10.81	12.96	13.44	71.62	66.67	59.29	17.57	20.37	27.27
Grade 7	18.01	11.54	19.52	60.45	69.58	56.57	21.54	18.88	23.90
Grade 8	12.82	10.69	12.40	69.96	67.93	64.34	17.22	21.38	23.26
All Grades	14.82	11.11	15.09	65.76	68.65	60.10	19.42	20.24	24.80

Conclusions based on this data:

- Overall achievement in ELA decreased this year. Specifically, our 6th grade students in the “Standards Not Met” category increased from 28% to 40%. However, it is important to note that our 6th grade population almost tripled, growing from previous years due to the transition of elementary schools to K–5. This enrollment growth, combined with changing demographics, has influenced overall performance trends and highlights the need for targeted support and interventions for both academic achievement and equity across subgroups.
- In the subcategory of Research and Inquiry, all grade levels increased their percentages of students performing “Above Standard.” This indicates growth in higher-order thinking skills and reflects the impact of targeted instructional strategies, despite overall declines in general ELA achievement.

3. With a focus on writing short-constructed responses (SCRs) for informational text, the Writing subcategory showed improvement in the “Above Standard” performance category. This demonstrates that targeted instructional strategies in writing are having a positive impact, even as overall ELA achievement presents challenges.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	37	28		37	27		37	27		100.0	96.4	
Grade 6	75	55	259	75	55	257	75	55	257	100.0	100	99.2
Grade 7	316	291	260	311	289	256	311	289	256	98.4	99.3	98.5
Grade 8	284	299	265	275	290	261	275	290	261	96.8	97	98.5
All	712	673	784	698	661	774	698	661	774	98.0	98.2	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	2470.	2446.		16.22	7.41		13.51	7.41		29.73	37.04		40.54	48.15	
Grade 6	2517.	2490.	2449.	17.33	12.73	4.67	26.67	18.18	14.01	25.33	27.27	24.90	30.67	41.82	56.42
Grade 7	2508.	2512.	2508.	13.50	14.19	18.36	17.36	19.03	14.45	28.94	25.95	25.39	40.19	40.83	41.80
Grade 8	2548.	2536.	2545.	21.09	17.59	21.84	16.73	18.97	10.34	24.00	27.24	31.03	38.18	36.21	36.78
Grade 11															
All Grades	N/A	N/A	N/A	17.05	15.28	14.99	17.91	18.46	12.92	26.65	27.08	27.13	38.40	39.18	44.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 5	13.51	*		40.54	*		45.95	*	
Grade 6	17.33	12.73	6.23	52.00	49.09	34.63	30.67	38.18	59.14
Grade 7	18.01	19.38	17.58	44.37	46.02	41.80	37.62	34.60	40.63
Grade 8	26.55	23.10	24.52	41.45	45.86	48.66	32.00	31.03	26.82
Grade 11									
All Grades	21.06	19.97	16.15	43.84	46.14	41.73	35.10	33.89	42.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	10.81	*		43.24	*		45.95	*	
Grade 6	13.33	7.27	4.67	53.33	49.09	42.02	33.33	43.64	53.31
Grade 7	9.32	8.30	12.11	53.05	51.21	50.39	37.62	40.48	37.50
Grade 8	17.45	13.10	13.03	50.91	52.07	50.96	31.64	34.83	36.02
All Grades	13.04	10.14	9.95	51.72	51.13	47.80	35.24	38.73	42.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	10.81	*		56.76	*		32.43	*	
Grade 6	17.33	10.91	5.06	58.67	58.18	55.25	24.00	30.91	39.69
Grade 7	8.04	10.03	12.89	68.81	59.86	60.16	23.15	30.10	26.95
Grade 8	13.09	15.52	15.33	61.45	60.69	63.98	25.45	23.79	20.69
All Grades	11.17	12.41	11.11	64.18	59.61	59.82	24.64	27.99	29.07

Conclusions based on this data:

1. In Math, overall achievement improved across all three grade levels, with each grade showing an increase in the percentage of students meeting or exceeding standards. This demonstrates the effectiveness of targeted instruction and interventions in mathematics, and provides a strong foundation to continue building student achievement.
2. While overall math achievement improved across all grade levels, the percentage of students "Not Meeting Standards" increased slightly in 7th and 8th grades, and increased by 13% in 6th grade. This year, we have some new 6th grade math teachers; they implemented small-group and targeted instruction to address gaps, and next year, we plan to expand supports with additional math support classes to further improve outcomes.
3. In the Communicating Reasoning subcategory, 7th grade increased the percentage of students performing "Above Standard", demonstrating growth in reasoning and explanation skills. However, 39% of 6th graders are currently below standard, highlighting a critical area for targeted support and intervention at the start of middle school.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		8	7	
6	1533.8	1538.4	1507.6	1528.9	1546.4	1502.7	1538.3	1529.9	1512.0	19	14	78
7	1567.4	1550.0	1530.8	1568.5	1544.9	1523.6	1565.7	1554.5	1537.5	71	79	70
8	1577.9	1562.2	1558.8	1584.0	1564.6	1549.7	1571.3	1559.2	1567.6	73	60	60
All										171	160	208

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*		*	*	
6	21.05	42.86	14.10	47.37	21.43	35.90	21.05	7.14	29.49	10.53	28.57	20.51	19	14	78
7	36.62	25.32	24.29	40.85	44.30	30.00	14.08	17.72	27.14	8.45	12.66	18.57	71	79	70
8	41.10	31.67	25.00	42.47	38.33	43.33	10.96	21.67	23.33	5.48	8.33	8.33	73	60	60
All	38.01	28.75	20.67	42.11	40.63	36.06	12.87	17.50	26.92	7.02	13.13	16.35	171	160	208

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*		*	*	
6	36.84	50.00	25.64	47.37	21.43	43.59	5.26	21.43	14.10	10.53	7.14	16.67	19	14	78
7	47.89	36.71	34.29	36.62	41.77	37.14	11.27	11.39	10.00	4.23	10.13	18.57	71	79	70
8	57.53	46.67	33.33	28.77	43.33	45.00	8.22	5.00	11.67	5.48	5.00	10.00	73	60	60
All	52.05	41.88	30.77	33.92	40.00	41.83	8.77	9.38	12.02	5.26	8.75	15.38	171	160	208

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.79	7.14	6.41	21.05	42.86	11.54	42.11	14.29	50.00	21.05	35.71	32.05	19	14	78
7	22.54	21.52	14.29	33.80	24.05	24.29	29.58	34.18	32.86	14.08	20.25	28.57	71	79	70
8	20.55	16.67	18.33	41.10	30.00	48.33	30.14	33.33	15.00	8.22	20.00	18.33	73	60	60
All	20.47	17.50	12.50	34.50	29.38	26.44	33.33	31.88	34.13	11.70	21.25	26.92	171	160	208

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*	
6	15.79	57.14	17.95	78.95	14.29	52.56	5.26	28.57	29.49	19	14	78
7	23.94	25.32	18.57	71.83	55.70	58.57	4.23	18.99	22.86	71	79	70
8	31.51	21.67	31.67	63.01	70.00	58.33	5.48	8.33	10.00	73	60	60
All	26.90	26.88	22.12	68.42	57.50	56.25	4.68	15.63	21.63	171	160	208

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*	
6	57.89	64.29	48.72	26.32	28.57	38.46	15.79	7.14	12.82	19	14	78
7	74.65	67.95	54.29	19.72	21.79	32.86	5.63	10.26	12.86	71	78	70
8	73.61	76.27	58.33	22.22	18.64	31.67	4.17	5.08	10.00	72	59	60
All	73.53	70.06	53.37	20.59	21.66	34.62	5.88	8.28	12.02	170	157	208

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*	
6	15.79	7.14	7.69	47.37	50.00	25.64	36.84	42.86	66.67	19	14	78
7	30.99	24.05	17.14	39.44	48.10	38.57	29.58	27.85	44.29	71	79	70
8	38.36	25.00	38.33	36.99	45.00	38.33	24.66	30.00	23.33	73	60	60
All	32.16	22.50	19.71	40.94	48.13	33.65	26.90	29.38	46.63	171	160	208

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*		*	*		*	*		*	*	
6	36.84	35.71	2.56	52.63	57.14	79.49	10.53	7.14	17.95	19	14	78
7	22.54	15.19	12.86	67.61	75.95	77.14	9.86	8.86	10.00	71	79	70
8	6.85	13.33	1.67	87.67	78.33	93.33	5.48	8.33	5.00	73	60	60
All	16.96	16.25	5.77	75.44	75.00	82.69	7.60	8.75	11.54	171	160	208

Conclusions based on this data:

1. The percentage of English Learners who progressed at least one ELPAC level improved by 5%, indicating growth in English proficiency across the school.
2. The percentage of students making progress declined by 9%, which is partially influenced by the increase in the number of English Learners (ELs) enrolling at our school. This demographic shift means more students are entering with emerging English proficiency, impacting overall growth percentages, and underscores the need for targeted EL supports and differentiated instruction to help all students make consistent progress.
3. The average percentage of students in 24-25 for "All Grades-Well Developed" is the highest in the Speaking domain, while the Writing domain is the lowest. This means we need to continue with our writing efforts, with intentional supports for our ELs.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
800	80.1%	30.1%	0.1%
Total Number of Students enrolled in STEAM Academy @ La Presa.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	241	30.1%
Foster Youth	1	0.1%
Homeless	65	8.1%
Socioeconomically Disadvantaged	641	80.1%
Students with Disabilities	180	22.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	9.3%
American Indian	1	0.1%
Asian	15	1.9%
Filipino	33	4.1%
Hispanic	558	69.8%
Two or More Races	44	5.5%
Pacific Islander	3	0.4%
White	70	8.8%

Conclusions based on this data:

1. Our school serves a population of students with high needs across multiple areas, including social-emotional, academic, and socio-economic challenges. This context informs our interventions and resource allocation, emphasizing the importance of targeted support, strong relationships with trusted adults, and equity-focused strategies to ensure all students have the opportunity to succeed.
2. To support our high-needs student population, additional staff have been added, including 2 counselors, a social worker, a psychologist, 2 assistant principals, an ABI specialist, and 2 SDYS therapists. These positions provide targeted academic and social-emotional support, helping ensure that students receive the interventions and guidance necessary to succeed.
3. In addition to on-campus staff supports, our school has access to outside support services for housing, basic needs, and counseling. We have also been designated a Community School, providing services not only to students but also to parents and the broader community, ensuring that the whole family has access to resources that support academic, social-emotional, and socio-economic needs.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. It appears that our designated ELD classes are working well for the benefit of our students as they are in the yellow.
2. We will continue to address our chronic absenteeism with outside resources in order to better serve our students. We are hopeful with the addition of a Community Schools Grant that students and families will see the importance of

school as a whole. We will also better serve the whole child/whole family. With the addition of a Community Schools Facilitator, several home visits were done to combat our chronic absenteeism.

3. Our suspension rates have increased, but we are actively addressing this by changing internal structures and systems to provide more proactive support for students with behavioral needs. For example, we have implemented our Restore and Repair Center, which serves as an alternative to suspension, allowing students to reflect on their behavior, repair harm, and receive targeted social-emotional support.

School and Student Performance Data

Academic Performance English Language Arts

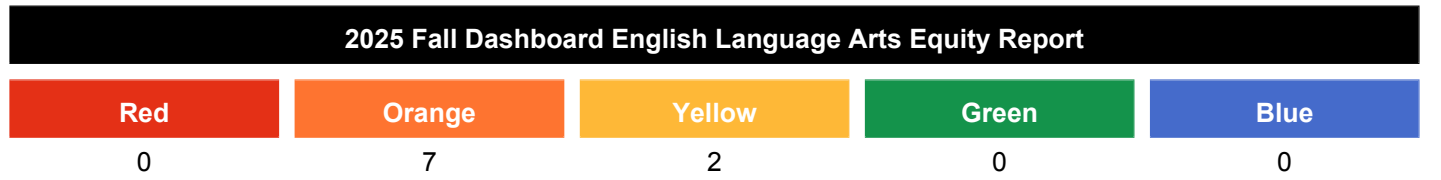
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
38.6 points below standard	57.3 points below standard	76.5 points below standard
Maintained -0.1 points	Maintained 1.8 points	Increased 5.6 points
714 Students	300 Students	117 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  Yellow 55.7 points below standard Increased 48.4 points 50 Students	Socioeconomically Disadvantaged  Orange 45.6 points below standard Maintained 2 points 607 Students
Students with Disabilities  Orange 109.2 points below standard Increased 16.2 points 163 Students	African American  Orange 47.5 points below standard Maintained 1.2 points 64 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 41.1 points below standard Declined 55.1 points 15 Students	Filipino  No Performance Color 15.3 points above standard Declined 17.7 points 30 Students	Hispanic  Yellow 44.5 points below standard Increased 3.5 points 501 Students
Two or More Races  Orange 20 points below standard Declined 13.8 points 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 22 points below standard Declined 4.1 points 63 Students

Conclusions based on this data:

- SWD are performing well below standard, with an average of 109.2 points below standard. However, there has been an increase of 16.2 points, showing progress over the previous year. This subgroup includes 163 students, highlighting the importance of targeted interventions and supports to continue closing the achievement gap.
- Students Experiencing Homelessness:
 - * This subgroup is performing 55.7 points below standard in overall achievement.
 - * They have shown significant growth of 48.4 points compared to the previous year.
 - * The subgroup includes 50 students, indicating that targeted interventions and supports are helping this vulnerable population make meaningful progress, even while remaining below standard overall.

3. Long-Term English Learners (LTELs):
- *LTELs are performing 76.5 points below standard, indicating a continued need for targeted language and academic support.
 - *Despite remaining below standard, there has been a modest increase of 5.6 points over the previous year, showing some progress.
 - *This subgroup includes 117 students, emphasizing the importance of sustained interventions to support English proficiency, academic achievement, and eventual RFEP outcomes.

School and Student Performance Data

Academic Performance Mathematics

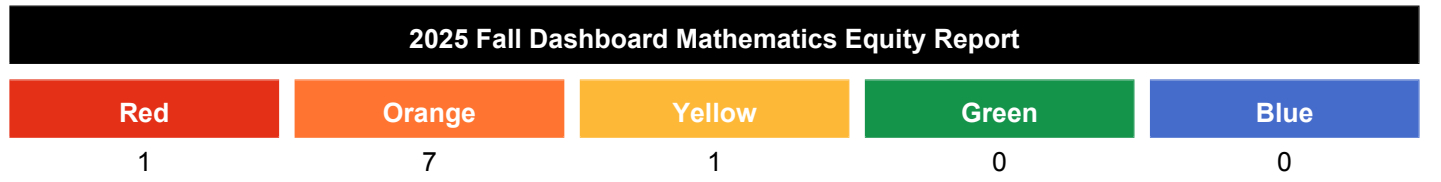
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
59.9 points below standard	80.5 points below standard	107.2 points below standard
Declined 10.1 points	Declined 14.7 points	Declined 14.1 points
716 Students	305 Students	117 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  Yellow 93.6 points below standard Increased 60.1 points 52 Students	Socioeconomically Disadvantaged  Orange 70 points below standard Declined 8.9 points 609 Students
Students with Disabilities  Orange 145.3 points below standard Increased 8.5 points 163 Students	African American  Orange 77.5 points below standard Declined 12.6 points 63 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 16.3 points below standard Increased 4.7 points 15 Students	Filipino  No Performance Color 20.5 points above standard Increased 18.5 points 30 Students	Hispanic  Orange 69.1 points below standard Declined 10.5 points 504 Students
Two or More Races  Orange 32.6 points below standard Declined 17.2 points 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 34.9 points below standard Declined 19.7 points 62 Students

Conclusions based on this data:

1. The 'Students Experiencing Homelessness' subgroup is performing 93.6 points below standard, indicating significant academic need. They have shown substantial growth of 60.1 points compared to the previous year, demonstrating that targeted interventions are having a meaningful impact. The subgroup includes 52 students, highlighting the importance of continuing focused supports to ensure progress and close achievement gaps.
2. SWD are performing 145.3 points below standard, indicating a significant achievement gap. Despite remaining well below standard, there has been an increase of 8.5 points, showing incremental progress over the previous year. This subgroup includes 163 students, highlighting the ongoing need for targeted interventions, differentiated instruction, and social-emotional supports to continue closing the gap.

3. ELs are performing 80.5 points below standard, highlighting a substantial academic gap. Their performance has declined by 14.7 points compared to the previous year, reflecting both the increase in EL enrollment and the challenges of supporting students at varying levels of English proficiency. This subgroup includes 305 students, underscoring the need for sustained, targeted interventions, small-group instruction, and ongoing RFEP monitoring to support both language development and overall academic growth.

School and Student Performance Data

Academic Performance Science

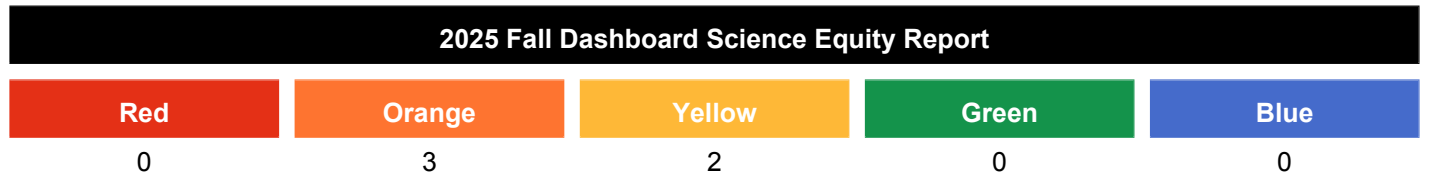
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
47.5 science points	41.9 science points	37.1 science points
Maintained -0.2 points	Maintained -0.8 points	Maintained 0.6 points
250 Students	96 Students	44 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 39.6 science points Increased 2.3 points 17 Students	Socioeconomically Disadvantaged  Yellow 45.9 science points Maintained -0.7 points 206 Students
Students with Disabilities  Yellow 36.7 science points Increased 6.9 points 47 Students	African American  No Performance Color 50.4 science points Increased 8.4 points 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 44.6 science points Declined 2.4 points 172 Students
Two or More Races  No Performance Color 54.4 science points Declined 2.4 points 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 57.3 science points Increased 5.2 points 28 Students

Conclusions based on this data:

- Overall, science performance across student groups indicates mixed outcomes, with most groups maintaining their current performance levels and showing only slight changes in points. English Learners and Students with Disabilities performed at the Yellow level and maintained status, suggesting stable but limited growth. Long-Term English Learners and Foster Youth remain in the Orange level, indicating a continued need for targeted support to accelerate achievement
- Notably, one subgroup SWD, demonstrated significant growth (+6.9 points), reflecting that focused interventions can lead to measurable improvement. Socioeconomically Disadvantaged students also showed positive gains, though performance levels remain an area for continued focus.

3. These results highlight the need for continued emphasis on targeted instruction, differentiation, and intervention—particularly for underperforming subgroups—while building on successful strategies that are contributing to growth.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 47.9 making progress. Number Students: 190 Students	 Orange 53.1 making progress. Number Students: 98 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.2%	28.9%	4.7%	43.2%

Conclusions based on this data:

1. Overall, 47.9% of English Learners (ELs) are making progress, representing 190 students. Among Long-Term English Learners (LTELs), 53.1% are making progress, totaling 98 students, indicating that targeted interventions and supports are helping a significant portion of EL students improve their English proficiency over time.
2.

* 43.2% of ELs progressed at least one ELPI level, showing meaningful growth in English proficiency.
* 4.7% maintained ELPI Level 4, remaining at the highest proficiency level.
* 28.9% maintained lower ELPI levels (Levels 1, 2L, 2H, 3L, 3H), indicating stable but still developing proficiency.
* 23.2% decreased by one ELPI level, highlighting a subgroup in need of additional targeted support.
3. While nearly half of ELs are making measurable progress, there is still a significant portion maintaining or declining in proficiency, emphasizing the need for sustained interventions, small-group instruction, and targeted supports—especially for students at lower ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

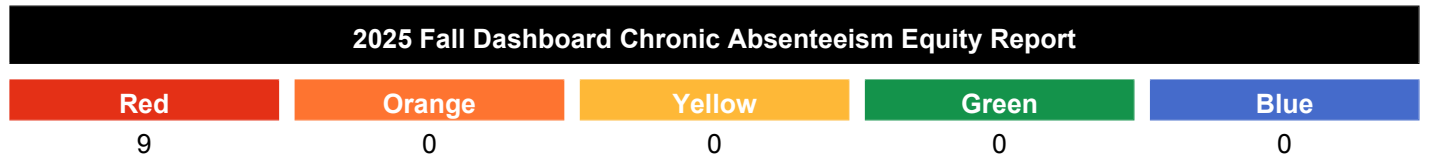
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 34.6% Chronically Absent Increased 2.7 861 Students	English Learners  Red 36.2% Chronically Absent Increased 7.7 260 Students	Long-Term English Learners  Red 41.1% Chronically Absent Increased 9.5 141 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 58.7% Chronically Absent Increased 1.5 75 Students	Socioeconomically Disadvantaged  Red 36.7% Chronically Absent Increased 1.8 736 Students

Students with Disabilities  Red 38.3% Chronically Absent Increased 11.8 206 Students	African American  Red 40% Chronically Absent Increased 12.6 85 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 12.5% Chronically Absent Declined 5.1 16 Students	Filipino  No Performance Color 26.5% Chronically Absent Increased 22.3 34 Students	Hispanic  Red 35.3% Chronically Absent Maintained 0 597 Students
Two or More Races  Red 42.9% Chronically Absent Increased 13.9 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Red 25% Chronically Absent Increased 1 76 Students

Conclusions based on this data:

- 34.6% of all students are chronically absent, representing 861 students, and this rate has increased by 2.7 points. This places overall attendance in the red performance category, signaling a significant need for intervention. High chronic absenteeism can negatively impact academic achievement, social-emotional development, and student engagement. With over one-third of students missing substantial instructional time, the school must prioritize strategies to improve attendance. This could include strengthening relationships with students and families, implementing targeted supports for at-risk subgroups, providing social-emotional and basic needs resources, and using data to identify and address barriers to consistent school attendance.
- Chronic absenteeism is a widespread and persistent challenge at this school, affecting over a third of the student body. This high rate of missed school days not only limits students' access to core instruction but also impacts their ability to develop critical academic skills, participate fully in classroom learning, and build positive relationships with peers and trusted adults. The prevalence of chronic absenteeism across multiple subgroups—especially among English Learners, Long-Term English Learners, Students with Disabilities, Homeless students, and socioeconomically disadvantaged students—underscores the urgency of implementing targeted interventions and supports to ensure all students have equitable opportunities to succeed.
- Certain subgroups are disproportionately affected by chronic absenteeism, reflecting both systemic and individual barriers to consistent school attendance. Homeless students have the highest rate at 58.7%, indicating that instability in housing and basic needs can severely limit students' ability to attend school regularly. Long-Term English Learners (LTEs) show a rate of 41.1%, while Students with Disabilities (SWD) are at 38.3%, suggesting that academic and social-emotional challenges can contribute to missed school days. Additionally, African American students (40%) and

students identifying as Two or More Races (42.9%) are also experiencing disproportionately high absenteeism, highlighting the intersection of cultural, socioeconomic, and systemic factors that may impact attendance.

English Learners (ELs), including both ELs and LTELs, are particularly affected, with rates increasing compared to the previous year. This underscores the importance of culturally responsive, language-supportive attendance interventions that engage students and families, address barriers to attendance, and provide targeted support to ensure that all students have equitable access to learning opportunities. Without addressing these disparities, chronic absenteeism will continue to limit academic growth and social-emotional development for the most vulnerable students.

School and Student Performance Data

Conditions & Climate Suspension Rate

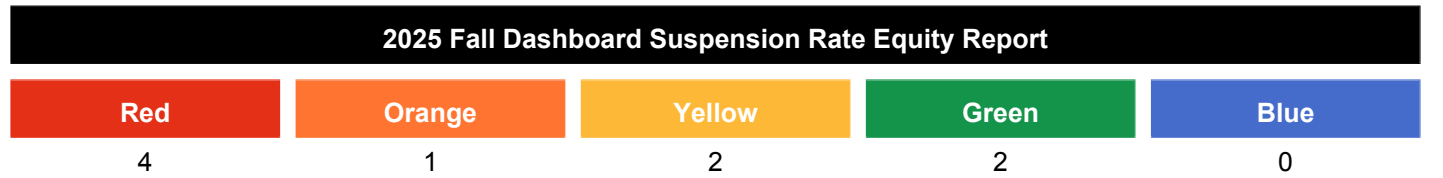
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 9.6% suspended at least one day Declined 0.5% 890 Students	English Learners  Yellow 9.4% suspended at least one day Declined 4.3% 266 Students	Long-Term English Learners  Orange 11.2% suspended at least one day Increased 0.7% 143 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 20.8% suspended at least one day Increased 10.3% 77 Students	Socioeconomically Disadvantaged  Yellow 10.4% suspended at least one day Declined 0.3% 761 Students

Students with Disabilities  Red 14.8% suspended at least one day Increased 5.6% 210 Students	African American  Red 22.7% suspended at least one day Increased 6.6% 88 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 6.3% suspended at least one day Increased 0.7% 16 Students	Filipino  No Performance Color 8.8% suspended at least one day Increased 4.7% 34 Students	Hispanic  Green 8% suspended at least one day Declined 2.4% 615 Students
Two or More Races  Red 16% suspended at least one day Increased 10.9% 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 4.8% suspended at least one day Declined 3% 83 Students

Conclusions based on this data:

1. Racial and ethnic disparities are also evident. African American students have the highest suspension rate at 22.7%, increasing by 6.6%, while students identifying as Two or More Races are suspended at 16%, up 10.9%. Conversely, Hispanic students (8%) and White students (4.8%) show lower suspension rates, with declines of 2.4% and 3%, respectively. Smaller subgroups, including Asian and Filipino students, have lower rates but show slight increases. Foster Youth, Pacific Islander, and American Indian students have fewer than 11 students, so data is not reported for privacy.
2. Overall, the school's suspension rate for all students is 9.6%, representing 890 students, and has declined slightly by 0.5%, placing the school in the yellow performance category. While this indicates modest improvement in reducing suspensions, certain subgroups continue to experience disproportionately high rates. Suspensions are expected to decrease as a result of our Restore and Repair Center, which provides an alternative to traditional suspension. This program allows students to reflect on their behavior, repair harm, and receive targeted social-emotional support, helping them stay engaged in school while addressing behavioral challenges in a constructive way. By focusing on restorative practices, the school aims to reduce disparities in suspensions among high-need student groups and improve overall school climate.
3. Overall Insight: While overall suspensions have slightly declined, vulnerable populations—including Homeless students, SWD, African American students, LTELs, and students identifying as Two or More Races—are disproportionately impacted. These data highlight the importance of restorative practices, targeted behavioral supports, and proactive interventions to reduce suspensions and ensure equitable access to learning for all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 6-8) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement in ELA for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall we need to improve in ELA, specifically our EL students, Special Education, and African American students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment 37% of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 6-8 - 37%	CAASPP 2025-2026: All students, grades 42%
	English Learners, Grades 6-8 13%	English Learners, of testing age - 16%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 35%	Socioeconomically Disadvantaged Students, of testing age - 40%
	Students with Disabilities, Grades 6-8 - 11%	Students with Disabilities, of testing age - 15%
	Homeless Youth	
i-Ready ELA Assessment 31% of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2- 31%	2026-2027 i-Ready Diagnostic 2: All students - 34%
	English Learners - 6%	English Learners - 12%
	Socioeconomically Disadvantaged Students - 29%	Socioeconomically Disadvantaged Students - 30%
	Students with Disabilities - 9%	Students with Disabilities - 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue with strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students, especially our multilingual learners.	Focus on EL Students	
1.2	Effective ELA tutoring programs usually include small-group or one-on-one instruction, use assessment data to identify student needs, and provide targeted interventions aligned with classroom instruction. Strategies may include guided reading, writing workshops, structured discussion, and scaffolded practice.	All students	7500 Title I 1000-1999: Certificated Personnel Salaries ELA Tutoring
1.3	The principal will facilitate structured, ongoing data conversations with teachers focused on the use of formative assessment to inform instruction. During these data chats, teachers will analyze student work and assessment results to identify learning trends, misconceptions, and students in need of targeted support or enrichment. Based on this analysis, teachers will plan and implement differentiated instructional responses, including small group instruction and reteaching strategies. Progress will be monitored through follow-up formative assessments to evaluate the effectiveness of instructional adjustments and ensure continuous improvement in student achievement.	All students	3500 Title I 1000-1999: Certificated Personnel Salaries Data Chats
1.4	To improve student achievement in ELA, the school will provide release days for humanities teachers to engage in collaborative planning focused on strengthening ELA skills. During this time, teachers will analyze student data, align instruction to standards, and design targeted lessons and interventions to address identified skill gaps. Collaboration will also include sharing effective instructional strategies and developing common formative assessments. The impact of this work will be monitored through student performance data and ongoing assessment results to ensure continuous improvement in ELA outcomes.	Focus on EL Students	10000 Title I 1000-1999: Certificated Personnel Salaries Release Days
1.5	Students who engaged consistently with Wayground/Quizziz, We Will Write and EdPuzzle interactive lessons improved their i-Ready scores (per our i-Ready diagnostic results) by an average of 10–15 percentage points over the year, with especially notable growth in reading comprehension and vocabulary mastery. These programs allow for formative assessments, which results in stronger preparation for students to do well on class assignments, as well as state and district testing.	All students	5000 Title I 4000-4999: Books And Supplies Wayground 1000 Title I 4000-4999: Books And Supplies We Will Write

1.6	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All students	5000 Title I 1000-1999: Certificated Personnel Salaries ILT at EdCenter
1.7	To support student achievement and completion of assignments, the school will provide a structured, quiet environment for homework completion after school in the STEAM Library. One teacher and two paraprofessionals will supervise and assist students three days per week, offering academic support and guidance as needed. This consistent support will help students build effective study habits, increase assignment completion, and improve academic performance. Participation and academic progress data will be monitored to evaluate the effectiveness of the program.	English Learners, SWD, African American Students,	5200 0100/0105 1000-1999: Certificated Personnel Salaries Teachers for homework center
1.8	To improve student organization, accountability, and academic success, the school will provide planners/agendas for all students. Teachers will support consistent use of planners to record assignments, track deadlines, and set academic goals. This practice will help students develop time management and organizational skills, leading to increased assignment completion and improved academic performance. Implementation will be monitored through teacher feedback, student use of planners, and trends in assignment completion and grades.	All students	10000 Title I 4000-4999: Books And Supplies Agendas/Planners
1.9	To improve student achievement in core content areas, the school will implement a structured co-teaching model in grades 6–8 that ensures all students—particularly students with IEPs, and other at-risk groups—have access to rigorous, standards-aligned instruction. Co-teachers will engage in ongoing collaborative planning, utilize multiple co-teaching approaches (e.g., station teaching, parallel teaching, team teaching), and implement targeted differentiation based on formative assessment data. This model will increase student engagement, strengthen Tier 1 instruction, and reduce the need for pull-out interventions.	SPED	5000 Title I 1000-1999: Certificated Personnel Salaries Various

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By June 2027, all students, specifically our EL students and Students with Disabilities will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 6-8) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall we need to improve in math, specifically our EL students and Students with Disabilities students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - 28% of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 6-8: All students - 28%	2025-2026 SBAC Math, Grades 6-8: All students - 33%
	English Learners, Grades 6-8 - 10%	English Learners, of testing age - 14%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 25%	Socioeconomically Disadvantaged Students of testing age- 30%
	Students with Disabilities, Grades 6-8 - 7%	Students with Disabilities of testing age - 10%
	Homeless Youth	
i-Ready Math Assessment - 28% of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 28%	2026-2027 i-Ready Diagnostic 2: All Students - 31%
	English Learners - 8%	English Learners - 14%
	Socioeconomically Disadvantaged Students - 24%	Socioeconomically Disadvantaged Students - 27%
	Students with Disabilities - 4%	Students with Disabilities - 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.	Focus on EL Students	
2.2	The principal will facilitate structured, ongoing data conversations with teachers focused on the use of formative assessment to inform instruction. During these data chats, teachers will analyze student work and assessment results to identify learning trends, misconceptions, and students in need of targeted support or enrichment. Based on this analysis, teachers will plan and implement differentiated instructional responses, including small group instruction and reteaching strategies. Progress will be monitored through follow-up formative assessments to evaluate the effectiveness of instructional adjustments and ensure continuous improvement in student achievement.	All students	3500 Title I 1000-1999: Certificated Personnel Salaries Data Chats
2.3	To support student achievement and completion of assignments, the school will provide a structured, quiet environment for homework completion after school in the STEAM Library. One teacher and two paraprofessionals will supervise and assist students three days per week, offering academic support and guidance as needed. This consistent support will help students build effective study habits, increase assignment completion, and improve academic performance. Participation and academic progress data will be monitored to evaluate the effectiveness of the program.	English Learners, SWD, African American Students	Title I 1000-1999: Certificated Personnel Salaries Expenditure in 1.8 3000 Title I 2000-2999: Classified Personnel Salaries Homework Club
2.4	To improve student achievement in mathematics, the school will implement a targeted tutoring program that provides small-group and one-on-one instruction based on assessment data. Student needs will be identified through formative and summative assessments, allowing teachers to deliver focused interventions aligned with core classroom instruction. This approach ensures that instruction is responsive and individualized, supporting skill development and closing learning gaps. Student progress will be monitored regularly to evaluate the effectiveness of the tutoring program and inform ongoing instructional adjustments.	All students	7500 Title I 1000-1999: Certificated Personnel Salaries Math Tutoring
2.5	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All students	5000 Title I 1000-1999: Certificated Personnel Salaries ILT Release

2.6	To improve student achievement in mathematics, the school will provide release days for math teachers to engage in collaborative planning and data analysis. During this time, teachers will examine student assessment data to identify learning gaps, align instruction to standards, and design targeted lessons and interventions. Collaboration will include developing common formative assessments, sharing effective instructional strategies, and planning differentiated instruction to meet diverse student needs. The impact of this work will be monitored through ongoing assessment data and student growth in mathematics achievement.	All students	10000 Title I 1000-1999: Certificated Personnel Salaries Release Days
2.7	To improve student organization, accountability, and academic success, the school will provide planners/agendas for all students. Teachers will support consistent use of planners to record assignments, track deadlines, and set academic goals. This practice will help students develop time management and organizational skills, leading to increased assignment completion and improved academic performance. Implementation will be monitored through teacher feedback, student use of planners, and trends in assignment completion and grades.	All students	Title I 4000-4999: Books And Supplies Expenditure in 1.8
2.8	To improve student achievement in mathematics, the school will implement DeltaMath as a supplemental instructional tool to provide targeted practice and immediate feedback. Teachers will assign standards-aligned tasks that differentiate instruction based on student readiness levels and assessment data. The platform will allow for individualized practice, skill reinforcement, and progress monitoring. Student performance data from DeltaMath, along with classroom assessments, will be used to inform instruction and adjust interventions to meet student needs.	All students	2000 Title I 4000-4999: Books And Supplies Delta Math
2.9	To improve student achievement in core content areas, the school will implement a structured co-teaching model in grades 6–8 that ensures all students—particularly English Learners, students with IEPs, and other at-risk groups—have access to rigorous, standards-aligned instruction. Co-teachers will engage in ongoing collaborative planning, utilize multiple co-teaching approaches (e.g., station teaching, parallel teaching, team teaching), and implement targeted differentiation based on formative assessment data. This model will increase student engagement, strengthen Tier 1 instruction, and reduce the need for pull-out interventions.	SPED	Title I 1000-1999: Certificated Personnel Salaries See 1.9

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by 7%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students would benefit from additional support and services for school engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 35.5%.	In 2026-2027, we will reduce the rate of chronic absenteeism by 7%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To improve student attendance and engagement, the school will investigate and implement high-interest clubs, activities, and enrichment opportunities offered before, during, and after school. The school will collaborate with certificated teachers and staff to design and facilitate engaging programs that reflect student interests and promote a sense of belonging. Providing meaningful opportunities for student involvement is expected to increase connection to school, leading to improved attendance and participation. Attendance and participation data will be monitored to evaluate the effectiveness of these programs.	All students with an emphasis on supporting students with Disabilities, Homeless and students of color.	7000 Title I 1000-1999: Certificated Personnel Salaries Before/After School Clubs 2000 Community Schools Grant 4000-4999: Books And Supplies E. Wong College Knowledge

3.2	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement schoolwide attendance practices and incentive programs to promote consistent attendance for all students. * Tier 2, identify students at risk of chronic absenteeism. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.	All students	5000 Title I 4000-4999: Books And Supplies Attendance Incentives 0 Community Schools Grant 2000-2999: Classified Personnel Salaries Community Schools Facilitator 8500 Community Schools Grant 4000-4999: Books And Supplies CSF Attendance Incentives, VIP Lunches
3.3	To improve student behavior and academic performance, teachers will meet with selected students after school to reflect on their choices, discuss challenges, and set goals for improvement. These sessions provide individualized support, reinforce accountability, and help students develop self-management and goal-setting skills. Data on student participation, behavior, and academic progress will be monitored to evaluate the effectiveness of afterschool reflection in promoting positive student outcomes and consistent engagement	All Students	8000 Title I 1000-1999: Certificated Personnel Salaries After School Reflection
3.4	To support improved student attendance, the school will implement Project Lead The Way (PLTW) curriculum to increase student engagement through hands-on, real-world learning experiences. PLTW courses in science and biomedical pathways will provide students with relevant, collaborative, and inquiry-based instruction designed to foster interest in school and promote consistent attendance. Teachers will monitor attendance trends and student engagement in PLTW classes, using this data to identify students who may benefit from additional support and connection to school. Increased participation in high-interest PLTW courses is expected to contribute to improved daily attendance and overall student engagement.	Students in PLTW courses	8000 Title I 4000-4999: Books And Supplies PLTW

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increased need for white and homeless students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey	The percentage of {list the grades} students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 45% Grit 53% Growth Mindset 49% School Climate 45% School Safety 50% Self-Efficacy 45% Self-Management 67% Sense of Belonging 40% Social Awareness 58% Supportive Relationships 82%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 48% Grit 56% Growth Mindset 52% School Climate 48% School Safety 53% Self-Efficacy 48% Self-Management 70% Sense of Belonging 43% Social Awareness 61% Supportive Relationships 85%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 92% Sense of Community - 90% Sense of Safety - 92%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 93% Sense of Safety - 95%

California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 9.6%. SWD is at 14.8% and AA 22.7%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 3%. SWD will decrease by 5% to 9.8%. AA will decrease by 7% to 15.7%.
--------------------------------------	---	---

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	To ensure smooth operations and a welcoming experience during Back-to-School Night and Open House/SMATH Night, paraprofessionals will assist with event logistics, including greeting families, guiding them to classrooms, and supporting teachers with materials. Their presence will help create an organized and positive environment, allowing families to engage fully with teachers and the school community. Family attendance and feedback will be monitored to assess the impact of paraprofessional support on family engagement and overall school climate.	All students	8000 Title I 2000-2999: Classified Personnel Salaries Para/Campus Attendant overtime
4.2	To improve student behavior and academic outcomes, the school will implement a Restore and Repair Center where teachers facilitate restorative workshops with students. These sessions will focus on reflection, accountability, conflict resolution, and rebuilding relationships. By addressing the root causes of behavior and promoting positive decision-making, restorative practices will support a more inclusive and respectful school environment. Behavior data, participation, and academic progress will be monitored to evaluate the effectiveness of the Restore and Repair Center.	All Students	28786 Title I 1000-1999: Certificated Personnel Salaries C. Gamez RRC
4.3	Implement targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, and multiple engagement opportunities to support student learning.	All Students	4500 Community Schools Grant 4000-4999: Books And Supplies E. Wong Parent Engagement Materials
4.4	To promote a positive school climate and increase student engagement, the school will implement structured games and organized activities during lunch. Staff will facilitate inclusive, supervised activities that encourage positive peer interaction, teamwork, and appropriate use of unstructured time. Providing engaging options during lunch will help reduce behavioral incidents, increase student connectedness, and support a safe and welcoming campus environment. Participation and behavior data will be monitored to assess the impact of lunchtime activities on student engagement and overall school climate.	All Students	3000 Title I 4000-4999: Books And Supplies Lunch Activities
4.5	To foster a positive school climate and strengthen connections between students, families, and staff,	All students	3864.25

	the school will host periodic family nights. These events will provide a welcoming and inclusive environment that encourages family participation and builds a sense of community and belonging. Increased family engagement is expected to support improved student behavior, attendance, and overall school connectedness. Participation data and family feedback will be collected to evaluate the effectiveness of these events in enhancing school climate.		Title I Part A: Parent Involvement 4000-4999: Books And Supplies Family Engagement Events
4.6	Implement the Where Everybody Belongs (WEB) program to support 6th/7th grade students' transition to middle school through structured orientation and ongoing mentorship by trained 8th grade leaders. This strategy promotes school connectedness, student engagement, and a positive, bully-free school climate.	6th Grade Students	2000 Title I 4000-4999: Books And Supplies J. Feser WEB Program
4.7	Utilize the Academic Behavior Intervention (ABI) teacher to deliver individualized instruction and behavior interventions, monitor student progress, and collaborate with staff to support students with intensive needs in accessing grade-level content.	At-Risk Students	143246.20 Title I 1000-1999: Certificated Personnel Salaries TBD
4.8	The school will strengthen implementation of PBIS to promote a positive, safe, and inclusive school climate. Staff will explicitly teach, model, and reinforce behavioral expectations across all settings, using consistent schoolwide systems. Data (e.g., behavior referrals, suspension rates, attendance, and climate surveys) will be regularly analyzed to identify trends and target supports, with a focus on reducing disproportionality among student groups. Tiered interventions, including restorative practices and targeted supports, will be implemented to meet the needs of all students. As a result, the school will decrease suspension rates, reduce office discipline referrals, and increase positive student engagement and sense of belonging.	All students	5000 Title I 1000-1999: Certificated Personnel Salaries PBIS
4.9	Fund transportation and admission costs for approximately 100 students to participate in an educational field experience at the Museum of Tolerance. The experience supports SPSA goals related to positive school climate, student connectedness, social-emotional learning, and equity by providing students with opportunities to explore themes of empathy, respect, inclusion, and responsible citizenship through curriculum-aligned programming.	All students	5477.91 Title I None Specified

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$325,574.36
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$301,510.11
Title I Part A: Parent Involvement	\$3,864.25

Subtotal of additional federal funds included for this school: \$305,374.36

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0100/0105	\$5,200.00
Community Schools Grant	\$15,000.00

Subtotal of state or local funds included for this school: \$20,200.00

Total of federal, state, and/or local funds for this school: \$325,574.36

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	301,510.11	0.00
Title I Part A: Parent Involvement	3864.25	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
0100/0105	5,200.00
Community Schools Grant	15,000.00
Title I	301,510.11
Title I Part A: Parent Involvement	3,864.25

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	254,232.20

2000-2999: Classified Personnel Salaries	11,000.00
4000-4999: Books And Supplies	54,864.25
None Specified	5,477.91

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0100/0105	5,200.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	0.00
4000-4999: Books And Supplies	Community Schools Grant	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	249,032.20
2000-2999: Classified Personnel Salaries	Title I	11,000.00
4000-4999: Books And Supplies	Title I	36,000.00
None Specified	Title I	5,477.91
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,864.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,200.00
Goal 2	31,000.00
Goal 3	38,500.00
Goal 4	203,874.36

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
-----------------	------

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:



Principal, Andrea Radmilovich on May 27, 2026

SSC Chairperson, Denise Lutau on May 27, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023